

Digital Literacy Plan Using Storify

PURPOSE:

Broaden research scope
beyond Google and Wikipedia

Decipher between valid and
invalid web resources

Writing practice for ACT

Standards:

Texts Types and Purposes:

{ [HYPERLINK "http://www.corestandards.org/ELA-Literacy/W/11-12/2/"](http://www.corestandards.org/ELA-Literacy/W/11-12/2/) }

Production and Distribution of Writing:

{ [HYPERLINK "http://www.corestandards.org/ELA-Literacy/W/11-12/6/"](http://www.corestandards.org/ELA-Literacy/W/11-12/6/) }

Research to Build and Present Knowledge:

ASSESSMENT

Work Products

- Storify Work Process Rubric
- Essay Rubric
- Anecdotal notes of group research process
- Citations of research within essay

Learners:

All Media Analysis students at
Thurston High School ~120 students;
two media analysis teachers.

Community: Thurston High School
students; 60% Free/Reduced Lunch;
strong media literacy program

Self: Kara Clayton, Media Studies Educator;
Thurston High School; Redford, Michigan

Context: 7 ~50 minute class
periods. Class meets 5X/week

TASK/ACTIVITY: Using a social networking curating tool called Storify, SWBAT locate multiple sources to include in an argumentative essay about the effects of alcohol advertising in the media.

Texts

Social Networks:

- Facebook
- Twitter
- Instagram

Youtube Videos

Google+

Google

GIF

Computers
Internet Access
Google Docs

Tools

Instructional Strategies

Direct Instruction
Exemplar
Cooperative Groups

CONTENT

PEDAGOGY